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ABSTRACT

This manual is designed to help educators who serve students with learning handicaps to provide transition assistance for their students graduating or leaving the school system. Definitions and procedures adopted by the state of California are used as the basis for the manual. The manual describes the role of special education, the role of parents and students, the role of the transition specialist, and the role of agencies. The process of transition is described as an activity spanning 2 to 4 years or more and proceeding in stages that include focusing on awarenss and assessment, exploration and preparation, the start of transition, and final transition activities and placement. Figures include a parent/guardian transition questionnaire, a transition checklist, a form for an individual transition plan, an action plan, and a transition follow up questionnaire. A case study of a student with a learning handicap is used to illustrate use of the process and the forms. An appendix provides a vocational assessment profile and guidelines for interviews with students, parents, and teachers. (JDD)

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Putting Transition Planning in the IEP Process

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Introduction

Since 1984, assisting handicapped students to transition from school to work and adult life has become a part of Special Education's role and services. Special educators have traditionally ended their role when students graduated or left the school system. Many feel unprepared to help students and parents connect with adult agencies and services.

This manual is designed to help educators, serving students with learning handicaps, provide transition assistance. Special educators, parents and students, and adult agencies play key roles in providing transition and their roles will be defined in the manual. A process to help guide students and parents through a four year process is described. It is hoped that the contents of this manual will help many more young adults with learning handicaps to attain productive and satisfying adult lives.

Transition to Adult Services

In 1984 Madeline Will, then assistant secretary for Special Education and Rehabilitative Services, established a national priority to improve the transition from school to working life for all individuals with disabilities. She described three bridges to adult life: a) transition with no special support, b) transition with time-limited support, and c) transition with ongoing services.

In January, 1987, California adopted the following definition of transition:

> "Transition is a purposeful, organized, and outcome oriented process designed to help every student at risk move from school to employment and a quality adult life. Expected student outcomes of a successful transition are meaningful employment and participation in the community, including living arrangements, social and recreational activities, and on-going educational opportunities. Transition assumes that the California educational system is responsible for providing not only quality educational opportunities but also coordinating with other services and activities designed to help the student move to a successful adult life."

In the California definition successful transition has several components:

a. TRANSITION FOUNDATION: The foundation provides the opportunity for students to gain the skills necessary for successful involvement in employment and adult life. The foundation is laid as soon as exceptional needs are identified and continous until the student completes movement from school to work and adult life. This could occur as early as one or two months of age and continue through age 21.

b. TRANSITION PROCESS: The Transition Process, beginning by the 9th grade or age 14, involves the student, the family, key educational personnel, adult service and other providers working together to access needs, plan and implement education, training and other activities.

Planning is a critical part of the Transition Process. A written plan is developed and implemented for each student no later than age 14 or the ninth grade. Planning is a joint effort involving the student, the family, educational personnel, adult service and other providers.

c. TRANSITION CULMINATION: The span encompassing the last two years of secondary school,the point of separation from school, and the following two years is a critical period.

During this time, responsibility shifts from the educational system to the student, the family or the adult service delivery system. During this period the student engages in activities related to life in the community.

d. TRANSITION FOLLOWUP: The California educational system will be responsible for following the student for two years after movement into employment and the community, monitoring and evaluating student outcomes, analyzing the implications of this evaluation for transition programs, and referring students and/or their families to other providers if necessary.

In 1990 The Education for All Handicapped Children (EHA) or P.L. 94-142 was reauthorized as The Individuals with Disabilities Education Act (IDEAS) or P.L. 101-476. This act stated:

> "The term "transition services" means a coordinated set of activities for a student , desined within an outcome-oriented process, which promotes movement from school to post-school actitivities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
>
> The coordinated set of activities shall be based upon the individual students needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of emmployment and other post-school adult living objectives, and, when appropriate, acquisition, of daily living skills and functional vocational evaluation."
>
> The IEP shall include "a statement of the needed transition services for students no later than age 16 and annually thereafter (and when determined appropriate for the individual, begining at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the students leave the school setting,"
>
> and "in the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the education agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

Educators should begin transition planning with students as early as age 14, providing: a) vocational assessment, b) transition plans as part of the IEP process, and c) employability and adult living skill training for career & adult living needs. Educators should help parents and students develop the bridges to transition they need, including:

1. No special services, if the student has acquired the ability to function independently in life as they leave school. Connections with adult training and education options such as community colleges, with no special assistance, may be the transition option here.

2. Time limited services, such as Department of Rehabilitation, for students who will need support/assistance for a limited period.

3. Ongoing support services, such as Regional Centers for the developmentally disabled, supported employment, and SSI, for students who will need support/assistance for an extended period.

Role of Special Education

As mentioned earlier, California has determined that the educational system is responsible for "coordinating with other service delivery systems ... to help the student move to successful adult life. Special education has a primary role in this coordination for students with disabilities. Special education should:

1. Identify and develop formal and early contact between school and adult services.

2. Provide parents and students with transition information, perhaps through presentations, brochures, handbooks.

3. Identify students, assess transition needs and write transition plans (part of IEP) 4 years or more before graduation.

4. Develop a school data base of students needing transition in the next 4 years and exchange data with adult services.

5. Develop actual mechanics of transition with agencies.

6. Provide inservice to school and adult service staff.

7. Assist students and parents as they make transition connections.

Special educators will play varying roles including many of those listed above as part of the transition process. They will most certainly:

1. Acquire knowledge about adult services.

2. Provide a supportive atmosphere for parents and students to change/acquire transition skills.

3. Assist and guide parents and students in making their transition decisions.

4. Document the process through the ITP.

5. Assess functioning levels related to transition i.e. work behaviors, social skills, independent living, vocational skills.

6. Assist the student in acquiring skills needed for transition i.e. work behaviors, social skills, independent living, vocational skills.

The special educators role will evolve as transition services and connections evolve.

Role of Parents and Students

Parents and students should learn about transition early, elementary school or even before, but often students are high school age before the topic arises. Parents and students need time to acquire new information and assimilate it. Educators should understand that parents and students need time to process the idea of transition and make changes in values and expectations before they move on to other more active roles.

Initially parents and students have the role of learners. They need to learn about:

1. This new concept of transition.
2. When school services end.
3. What adult services are available and how they differ from school services.
4. The issues they will address as the student becomes an adult.
5. Their new roles as parents or students in transition.

Once parents have gathered information about transition, they can participate actively in the transition process. Though there are no specific guidelines for parents to follow, there are several roles they may play in transition (Kelker & Hagan, 1986):

1. Members of the team. Parents and students are required by law to be included as members of the IEP team and process which now includes transition.

2. Providers of information. Parents and students frequently can provide information about the student's daily functioning, medical history and needs, family history, independent living skills, and social/emotional development.

3. Sources of values. Parents have goals and values for their child which should be understood and supported by the professionals working with that child. Transition sometimes involves making decisions about important issues and parents' values can have a strong influence on what options are eventually chosen.

4. Determiners of priorities. The sequence of skills which should be taught to a special education student is not always carefully laid out. It is important in the planning process to set priorities. Parents can help professionals decide how to resolve conflicts by establishing which items should come first.

5. Role models. Parents can be effective adult role models for their children with handicaps, especially if they include their children in doing some of the daily tasks that adults normally do.

6. Risk takers. It is sometimes difficult for parents to let go of their children and allow them to grow up. There is, however, danger in restricting and protecting handicapped children unnecessarily. Children with handicaps need experience just as other children do. Parents have to be willing to take some risks and allow their children to experience frustration and failure so that they also have the chance to learn from their mistakes.

7. Case managers. Because of their ongoing commitment and interest, parents can be effective monitors of their child's program over time. They can draw the attention of professionals to areas which are not being covered, services which are not being provided, inconsistencies in the child's program, and areas in which better coordination between programs could be accomplished.

8. Advocates. As their child moves through the school system and into the community, parents can continue to be the most consistent and knowledgeable advocates in the service system for their child's unique needs. Parents can advocate in the school system and community for those service options which are not now available, but which should be developed to meet their child's needs and the needs of others.

How to Involve Parents

For parents to be effective in the roles they assume in transition planning, they must be knowledgeable about their child's needs, the service options which are or could be available, and the processes within the school system and service agencies for accessing services. School personnel certainly have a duty to inform parents about the results of evaluations of their child and of their rights under the EHA and IDEAS.

In addition , when plans for transition are being made, parents should receive detailed information about the options for future placements and the requirements for accessing and being successful in those environments. The more that parents know, the more that they can be helpful members of the IEP team which is planning transition. Ultimately, of course, the final planning decisions are made by parents.

There are also a number of ways in which parents can help with preparation for transition from school to work. The following is a partial list of these activities:

1. Doing financial planning, including making a will, getting a Social Security number for the student, applying for SSI.

2. Encouraging self-reliance and independence at home.

3. Modeling, monitoring and reinforcing good work and grooming habits.

4. Providing sex education.

5. Encouraging and facilitating social activities with peers.

6. Helping the student to set realistic goals.

7. Encouraging the student to work at a community job or a job in the home or neighborhood.

8. Teaching daily living skills like cooking, cleaning, doing wash.

9. Encouraging money management, budgeting, saving.

10. Developing leisure time skills like participation in sports, daily exercise, hobbies, computer or table games.

11. Helping the student to develop advocacy and self-management skills or assisting the student with these skills.

To What Degree Can Students Be Involved

Students should be involved in planning and following through on transition goals to the greatest extent possible. Students can complete activities and discussions in class which help them think about their future. They can visit programs to explore possible vocational and living placements. They can provide input on how they feel, their concerns and wishes for their future.

Some students can be taught self-advocacy, assertion and self-management skills. Don't sell the student short. Begin early to challenge the students to consider, plan, make decisions about and learn the skills needed for transition.

Role of the Transition Specialist

Transition efforts can be most effective if they are coordinated with one person who has expertise in career/vocational education and transition acting as a linkage between special educators, vocational educators, related service personnel, and adult agencies. Secondary students with disabilities can be better served and transitioned if there is one person at a school, district or county level, who sets up the linkages between special education, related services and adult services. This "transition specialist can oversee the cases of students, to insure that transition services are flowing smoothly for them at the right times in their educational experience.

Transition specialists act as facilitators in providing transition for students with disabilities. They serve in many capacities including:

1. Acting as a resource to students, parents, special education teachers, administrators, related service personnel in schools.

2. Providing a communications link between schools, agencies and the community.

3. Acting as a resource to adult agencies and indirectly to vendors (programs adult agencies may buy services from).

4. Acting as a transition case manager for students to insure adequate transition linkages are established.

5.Providing information about vocational assessment, curriculum, instruction and equipment modifications.

6. Assisting in IEP and transition planning development, placement decisions and follow-up activities.

Role of Agencies

Representatives from public or private agencies are involved in transition, generally during the last one to two years of school. As part of the transition process they:

a) share information about eligibility requirements for their services;

b) provide information about community options for living arrangements, transportation, jobs, leisure time activities, case management, and financial resources;

c) begin a process for making the student eligible to enter programs (i.e., place on waiting lists, fill out preliminary forms, write Individual Written Rehabilitation Plan);

d) participate in IEP process and transition planning as appropriate.

Representatives from Regional Centers, Department of Rehabilitation, and Habilitation are the public agencies most often in attendance at IEPs involving transition planning. These agencies act as brokers matching the services of private agencies (called vendors) to their clients.

As systems adult agencies will also be developing new services or increasing existing services, training new or existing staff in transition, developing and enhancing interagency linkages, and setting up efficient procedures for record keeping, case management, and follow-up or follow-along of transition cases.

Transition as a Process

Why Start Transition Two to Four Years Before Graduation

Transition cannot be a last minute effort. If parents and students receive transition information the senior year, schools will only have time to help them develop an awareness of the adult options available and leave them with very minimal information on how to access services.

Parents and students need time to address issues, deal with emotions, assimilate new information, become active participants, and leave school empowered to pursue adult options. Many parents and students can do this if they have several years to think about and prepare for transition.

Agencies may need time to develop the services students will use. If the schools are helping parents and students plan two or three years ahead, they can provide agencies with in formation about the number of students who will be needing and requesting services in the near future.

Schools need time to prepare the student with skills and assist the parent and student in making connections. For examples, ir the students wants to go to the community college, teachers can help prepare students by teaching them study skills, etc. and can help them make transition connections by having them meet the community college disabled students service staff.

California has defined the process of transition as an activity spanning four years or more. The federal government has mandated that transition planning start no later than age 16. Those two to four years can include:

a) awareness and assessment

* school conducts first IEP/transition planning meeting.
* school, parents, and students discuss concept of transition, transition needs and issues, and develop transition goals and objectives.
* school fosters transition awareness for parents and students.
* school assesses student in employment skills, independent living skills, personal-social, and leisure skills.

b) exploration and preparation

* school conducts IEP transition planning meetings, reviews case and updates transition goals.
* school prepares/trains students in areas of need.
* parents and students explore various work, residential, community, and leisure options.
* schools and agnecies assess and determine potential for eligibilitv for adult service entry.

c) transition started

* school conducts IEP meeting and updates transition goals.
* adult agencies may open case, start services, provide information.
* parents and student, school, and agencies define their responsibilities regarding income issues, services, recreation options, social relationships and independence training.
* school continues preparation in areas of need.
* parents and school explore other options if first choice adult agencies not a possibility.

d) placement and transition

* agencies define referral procedures and services, open cases.
* school defines follow-up procedures.
* participants define any remaining responsibilities.

The stages and activities of transition if spread out over two to four years, allow time for parents and students to address issues and plan; for schools to teach needed job, social and independent living skills; and for for agencies to develop service options for incoming clients. Transition should not be a rushed or a one shot effort but a well planned and executed series of events.

Setting the Stage for Transition

What is transition? what do I want for my child? What does the student want? What can the parent, student, teachers and agencies do in the next two to four years before the student graduates? These are some of the questions that IEP/transition meetings should address. Parents can be introduced to the concept of transition, a concept probably very new to them, in several ways.

Some schools have found that a back to school night, or transition informational meeting, is a good way to introduce parents to transition planning. At these meetings groups of parents can learn about the concept of transition, what the school will be doing, what their role is, and what local adult services and options are available. Guest speakers from adult agencies often have booths or present at these meetings.

Another way to introduce transition is to send parents and students home a small handbook about transition, a letter explaining that transition will be discussed at the student's next IEP, and a questionnaire for parents and students to fill out that helps them start thinking about transition (figure 1). The Parent/Guardian Questionaire can also be given to the parents at the first ITP meeting.

Figure 1. PARENT/GUARDIAN TRANSITION QUESTIONAIRE

The following questions will help you think about the services your son or daughter will need after leaving the public schools. Your answers to these questions will help school staff determine how to assist you in planning and locating services for your son or daughter.

1. Please give the age, grade level and date of graduation of your son or daughter:

Age _____ Grade _____ Graduation Date (if known)_____

2. What are your current post-school plans for your son/daughter?

3. What do you want for your son/daughter after they graduate or leave school?

Recreation/Leisure:

Vocational:

Community:

Domestic:

4. What most concerns you about the future of your son/daughter?

5. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation? Do you plan on making or maintaining contact?

6. What do you anticipate to be your level of involvement with your son/daughter upon graduation from high school? Is this acceptable to you?

7. With whom and where would you like your son/daughter to live? Specify the nature of the living situation, e.g., apartment, house, etc.

8. Where would you like your son/daughter to work? Specify the nature of the work.

9. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use upon graduation from high school?

10. In what areas do you feel that you or your son/daughter will need assistance for post school planning?

Work Options & Work Training
Financial/Income Related
Residential Options
Recreation/Leisure
Social Relationships
Independent Living

The First Transition/IEP Meeting

The first transition meeting should occur two to four years before a student graduates or leaves school. The participants or the meeting should include the parent or guardian and/or significant others, the student, the teacher, and anyone else who is deemed needed to provide input or carry out responsibilities related to the student's transition to adult life. Depending on the student's needs others who could be included are: other teachers, vocational rehabilitation personnel, social workers, adult service providers, adult education or higher education personnel.

The ITP meeting usually begins with the introduction of the team members and a description of what transition planning is, it's purpose, and process. The intent is to convey to the student and parent that this is their meeting, that their values and beliefs are the focus.

> For example: We are all here today to talk about what you will do after you leave school and how to plan for it. Your life has many parts: work, home, family and friends, recreation and community. We will discuss these as well as other areas that may concern you like health, transportation, and financial support. All of us are here to work on planning for your goals. (Murphy, 1990).

There are three distinct purposes for IEP/transition planning meetings:

1. The development of an agreed upon perception of the student's adult needs and life style.

2. The identification of skills that are critical in the student's home, school, and community which lead to success in the adult world.

3. The identification of services that may or may not currently exist which will provide the necessary services and support (LaMar & Rosenberg, 1987).

To reach the above purposes the discussion should then focus on parents and students wishes, needs, and concerns. Parents and students might be asked to discuss the information they have written on the Parent/Guardian Transition Questionnaire. The Transition Checklist (figure 2) might also be used to help parents and students identify issues of concern.

To summarize and document these responses, a designated recorder would list the parent's and student's wishes or goals for the future on an individualized transition plan (ITP) form (figure 3). They might then ask the parents and student what concerns or issues they have about the student reaching these wishes or future goals. Members would identify potential barriers the student may face and skills the students has or needs to reach these goals. Members might then identify activities or actions any of the team members, including the parents, student, and/or adult agency representatives, could carry out to help the student overcome or address the barriers and issues raised, and write objectives to describe these on the ITP.

Figure 2. TRANSITION CHECKLIST

The ITP team:

1. Reviews appropriate records: a) vocational assessment, current ITP, checklists.

2. Selects the transition issues to be discussed in this ITP.

3. Develops goals, record actions, list those responsible for actions and write time lines for the mutually agreed upon goals and activities listed.

ITP Issues Checklist

Check issues that you may want to address for this student :

A) WORK OPTIONS
- competitive employment
- supported employment- individual placement
  - enclave
  - mobile work crew

B) WORK TRAINING AND EDUCATION OPTIONS
- public school vocational training
- work experience
- job placement assistance
- job coaching
- job-related skill training
- follow along services
- job advancement/skill training
- volunteer work
- university or four year college
- community college
  - disabled student services
- trade or technical school
- summer employment
- Department of Rehabilitation
- other

C) INCOME RELATED ISSUES

insurance	benefits
income, wages	SSI
medical issues	taxes
food stamps	money management
other	

D) REQUIREMENTS FOR SERVICES

draft registration	social security number
driver's license	bus pass
graduation certificate or diploma	
other	

E) RESIDENTIAL OPTIONS
- living independently
- roommate
- family home
- staffed apartment or house
- group home
- other

F) RECREATIONAL OPTIONS
- home
- community
- clubs
- neighborhood
- hobbies
- other

G) SOCIAL RELATIONSHIPS
- co-workers
- friends
- counselors
- family
- advocates
- other

H) INDEPENDENCE TRAINING
- transportation
- domestic activities
- medical and dental
- money management
- social/sexual training
- other

I) OTHER LONGTERM PLANNING
- wills
- guardianship
- other

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Figure 4. **Individual Transition Plan**
Cover Page

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I.T.P. Meeting Number: _____

Student's Name: _____ Age: _____ I.T.P. Meeting Date: _____

Present Residence: _____ Present Program: _____ Anticipated Date or Graduation or Completion of Program: _____

The facilitator explains the purpose of the I.T.P. meeting:

The I.T.P. meeting is designed to develop a long-range plan which will help the student move smoothly into the adult living and working environments. Student goals will be developed at this meeting, as well as responsibilities for training and providing suppprt services.

The facilitator assists the student and family or residential service provider in explaining their preferences for a desireable future:

Employment:

Living Arrangement:

Community Recreation and Social Activities:

The facilitator assists the family and the team in selecting 3 major transition issues for this meeting:

__Employment & Education __Living Arrangements __Community Recreation & Leisure __Personal Mngmt.

__Health and Medical __Financial & Income __Family Life & Social Rel. __Advocacy, Legal & Long-term Support

20

If a number of transition issues are raised, participants may decide to select 2-4 priority issues to address at this IEP/transition planning meeting. Other issues should be written down for the next meeting on the cover page (figure 4).

The end product of an ITP should be goals developed for several transition issues, with defined actions and time lines for parents/students, schools/employers, and agencies/vendors as appropriate. Everyone then signs the signature page indicating that they are in agreement with their responsibilities and the goals of the transition plan (figure 5).

Case Study

The following is a case taken from an article by Zetlin and Hosseini (1989) that describes a typical" student with learning handicaps who has graduated from school.

> "Terry is a very tall, attractive, young woman who dresses stylishly. She has no obvious features that lead one to suspect she has a learning handicap. She has an attained IQ of 84, fourth grade math skills, and fifth grade reading skills. Terry has very poor expressive abiltities and relies on others to supply words and phrases to complete her thoughts or finish her sentences.
>
> She is very moody and has a hard time getting along with peers. Classmates describe her as "stuck up" and she often gets into squabbles with them. She was placed in special education in fourth grade. Her disability was never discussed with her except in the context of educational goals, and Terry has never questioned what effect it might have on her future.
>
> Terry lives at home and has a close relationship with her parents, although they have rough periods because of Terry's moods. Terry has received lots of support and help from her family throughout the years. During Terry's senior year, her mother enrolled her in a modeling program and has encouraged her to pursue this line of work. She has taken Terry for professional photographs and continues to seek modeling opportunities for Terry to pursue.
>
> Terry did not work during high school except for occasional babysitting jobs. The summer after graduation, at her father's suggestion, she sought and obtained work as a mother's helper at a beach club. When fall came she enrolled in the local junior college although she had hated high school and thought school was boring. There were no particular classes she was interested in, but she registered for art and geography. Both turned out to be very diffucult, and she dropped geography after tutoring failed to help.
>
> At that point she had lots of free time to fill and, at her mother's suggestion, applied for a Christmas job at a department store. She found the work tedious (she had to return clothes from dressing rooms to the selling floor) and complained it made her dizzy and nauseous. She quit after a week, had lots of free time once again and reported getting more and more depressed.

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Figure 5. **Individual Transition Plan**
Signature Page

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page___ of ___

Student's Name _____

ITP Meeting Date _____

The ITP team members sign to indicate that they are in agreement with their responsibilities and timelines developed in this ITP meeting.

The following items are attached for summarizing input and meeting evaluation:

Student Interview___ Student Strengths Profile___ Home Interview___ Other:_____

The recorder completes the following to schedule the next ITP:

Next ITP Date_____ Person Responsible To Schedule_____Person to Monitor this ITP_____

Issues To Be Addressed at the Next ITP Meeting:

__Employment & Education __Living Arrangements __Community Recreation & Leisure __Personal Mngmt.

__Health and Medical __Financial & Income __Family Life & Social Rel. __Advocacy, Legal & Long-term Support

Persons To Attend The Next ITP Meeting:

__Parent __Student __Case Manager __DR Counselor __Teacher _____**Other**

__Care Provider __Regional Center __Habilitation Counselor

Signatures:

_____ Parent/Care Provider	_____ Student	_____ Name/Agency
_____ Telephone Number	_____ Telephone Number	_____ Telephone Number
_____ Name/Agency	_____ Name/Agency	_____ Name/Agency
_____ Telephone Number	_____ Telephone Number	_____ Telephone Number

...With her mother's help she signed up at a few employment agencies, but claimed that without typing or computer skills there were no jobs for her. She thought if she got back into shape (she'd gained a few pounds) modeling was still an option for her, and her parents gave her money to enroll in a health club.

She also thought she might be interested in interior design and registered for an interior design class during the second semester at the college. ...The new semester brought hope for Terry, but within a few weeks she dropped classes... but pretended to be enrolled yet. Her father finally took things into his own hands and went with her to a school counselor to talk about the future. The counselor set up an appointment... for Terry to complete a number of vocational interrest batteries. Terry believes that after this meeting she will have a better idea of what courses to take and what kind of career to pursue."

Let's take Terry back a few years and include transition planning as part of her IEP process. Three years ago Terry and her parents received information about transition planning and the Parent/Guardian Transition Questionnaire. They filled it out and brought it Terry' sophomore year IEP meeting.

Terry's Parent/Guardian Transition Questionnaire

1. Please give the age, grade level and date of graduation of your son or daughter:

Age 15 Grade Freshman Graduation Date (if known) 1994

2. What are your current post-school plans for your son/daughter?

modeling or some kind of job in business

3. What do you want for your son/daughter after they graduate or leave school?

Recreation/Leisure: date, get married

Vocational: have a job

Community:

Domestic: live in apartment, manage her own life

4. What most concerns you about the future of your son/daughter?

not sure what jobs she can do

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5. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation? Do you plan on making or maintaining contact?

no - not sure

6. What do you anticipate to be your level of involvement with your son/daughter upon graduation from high school? Is this acceptable to you?

help her if we can

7. With whom and where would you like your son/daughter to live? Specify the nature of the living situation, e.g., apartment, house, etc.

in apartment with friends, when she has a job + car

8. Where would you like your son/daughter to work? Specify the nature of the work.

modeling agency or business of some kind

9. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use upon graduation from high school?

movies & health club

10. In what areas do you feel that you or your son/daughter will need assistance for post school planning?

Work Options & Work Training ✓
Financial/Income Related ✓
Residential Options
Recreation/leisure
Social Relationships
Independent Living ✓

With the above information the first transition meeting began. After introductions, everyone discussed Terry's long term goals and recorded these on the cover page. They discussed concerns, actions and objectives to take for the next year. The recorder documented this on the following ITP form.

At this first meeting, the group also refered to the Transition Checklist to help them identify areas of concern that they wanted to address. After discussing and deciding on actions that the group members would be responsible for during the next year, the group completed the signature page listing the transition issues they wanted to address at the next meeting. They also decided who should be present at that meeting, signed off on the ITP, and concluded the transition part of the meeting.

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4/28/88

Individual Transition Plan
Cover Page

La Mar & Rosenberg, 1988

I.T.P. Meeting Number: _____

Student's Name: Terry Age: 15

I.T.P. Meeting Date: 1991

Present Residence: _____ Present Program: Learning Handicapped

Anticipated Date or Graduation or Completion of Program: 1994

The facilitator explains the purpose of the I.T.P. meeting:

The I.T.P. meeting is designed to develop a long-range plan which will help the student move smoothly into the adult living and working environments. Student goals will be developed at this meeting, as well as responsibilities for training and providing suppprt services.

The facilitator assists the student and family or residential service provider in explaining their preferences for a desireable future:

Employment: work for a modeling agency, or some kind of job

Living Arrangement: live in an apartment with friends when she has a job and car

Community Recreation and Social Activities: movies, health club, maybe go to community college

---

The facilitator assists the family and the team in selecting 3 major transition issues for this meeting:

x Employment & Education x Living Arrangements _ Community Recreation & Leisure _ Personal Mngmt.

_ Health and Medical x Financial & Income _ Family Life & Social Rel. _ Advocacy, Legal & Long-term Support

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ITP Action Plan

La Mar & Rosenberg, 1988

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Student's Name Terry

ITP Date 1991

Transition Planning Issues & Long Range Goals	Objectives: Skill Training and/or Provision of Support	I.T.P. Team Member Activities					
		Parent / Student		School/Employer/Vendor		Other Agency	
		Action	Time Line	Action	Time Line	Action	Time Line
be a model issues- know more about training, jobs	explore jobs in modeling	visit modeling agency	'92	have Terry research modeling in careers class	'92		
what other careers would be possible	complete vocational assessment	attend meeting to discuss results	'92	provide voc. assessment	'92		
know how to handle money she earns	learn money management	talk about how parents manage money	'92	enroll in consumer math class	'92		
where to get training	explore post-HS training	read about & visit programs	'92	provide info. on community college and ROP programs	'92		
getting along with others				work on social skills in class	'92		

Adapted · Rusch and Chadsey-Rusch, 1985

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4/28/88

Individual Transition Plan
Signature Page

La Mar & Rosenberg, 1988

page___ of ___

Student's Name Terry

ITP Meeting Date 1991

The ITP team members sign to indicate that they are in agreement with their responsibilities and timelines developed in this ITP meeting.

The following items are attached for summarizing input and meeting evaluation:

Student Interview___ Student Strengths Profile___ Home Interview___ Other:_____

The recorder completes the following to schedule the next ITP:

Next ITP Date 1992 Person Responsible To Schedule Special Ed. Person to Monitor this ITP Special Ed.

Issues To Be Addressed at the Next ITP Meeting:

x Employment & Education x Living Arrangements __Community Recreation & Leisure __Personal Mngmt.

__Health and Medical __Financial & Income __Family Life & Social Rel. __Advocacy, Legal & Long-term Support

Persons To Attend The Next ITP Meeting:

x Parent x Student __Case Manager __DR Counselor x Teacher WorkAbility **Other**

__Care Provider __Regional Center __Habilitation Counselor

Signatures:

Mrs. Barnes	Terry Barnes	Ida E. Pearce
Parent/Care Provider	Student	Name/Agency
Telephone Number	Telephone Number	Telephone Number
Name/Agency	Name/Agency	Name/Agency
Telephone Number	Telephone Number	Telephone Number

The group then continued the meeting as Terry's IEP meeting, discussing her present level of functioning and school goals and objectives for the next school year. As they discussed these, it became apparent that some goals related to the transition planning goals. (Many of the career and vocational goals and objectives in IEPs address transition preparation i.e., social skills training, use of money, work behaviors). Figure 6 illustrates the types of IEP goals/objectives on Terry's IEP.

During the meeting the teacher guided the meeting participants through the ITP and IEP forms, always considering: a) the family/cultural values, b) student preferences, c) student capabilities and needs, and d) availability of community services. The meeting concluded with a long term plan for helping Terry transition to adult life, and a short term plan, the IEP, to guide school personnel for the next year.

Figure 6. Example IEP Goals and Objectives from Terry's ITP

1991-

Given resources on modeling in the Career Center, the student will read about and write a Career Research report with fewer than 5 errors.

Given information on training programs available at local JOPs and community colleges, the student will describe 3 training programs of interest, their requirements, and how to enroll, with 80% accuracy.

The student will complete interest and aptitude survey, and interview as part of a vocational assessment.

The student will discuss with teacher career choices, pro's and con's, of 3 careers.

Given five lessons on social skills, the student will complete role plays and case study assignments, with 80% correct responses.

The student will complete consumer math class with a grade of C or better.

Given 5 lessons on reading want ads, filling out applications, interviewing

1992-

Given information about interior design and window display, the student will complete a resource file on 3 specific occupations, with fewer than 5 errors per file.

Given 20 math problems related to above occupations, the student will complete with 80% accuracy.

Given 5 examples of reading and writing related to above occupations, the student will complete tests with 80% accuracy.

Student will complete driver's ed. class with grade of C or better.

Given 5 situations involving taking a bus, the student will show or tell how to arrive at destination, with 80% accuracy.

1993-

Student will complete art class with grade of C or better.

Given 5 lessons each on reading, writing, and math related to interior design assistant, student will complete with 80% accuracy.

Given 3 lessons on applying to community college and requesting assistance, student will complete with 80% accuracy.

Given 5 situations involving typical problems on the job, student will complete with 80% accuracy.

Future Transition/IEP Meetings

A year later, Terry's sophomore year, the team reconvened and reviewed the previously written ITP. They reported on the results of activities they had been responsible for, and decided what issues to discuss at the meeting. They again looked at Terry s wants, needs, barriers, (revising any if they had changed) and decided on actions to take. They repeated the transition planning process of the previous year, updating and changing long term goals and objectives as appropriate.

At the end of Terry's junior year, they reconvened to finalize transition connections and support still needed by Terry. The next two pages provide examples of what Terry' future ITPs might look like.

Unique Aspects of Transition

There are several unique aspects to transition planning. One is the equal involvement of parents, student, school and agency personnel. All provide input, make suggestions for action, and assume activities they will complete to help the student successfully transition. In the IEP only the school is responsible for carrying out goals and activities.

Another unique aspect is the long term planning. IEPs only provide a plan for one year, whereas transition planning looks at a whole coordinated picture for two to four years. And because it it a long term document, it can be revised or updated to reflect new information, changes in goals, etc. as the years progress.

A third unique aspect is the hoped for empowerment of students and parents or caregivers. The schools will be bowing out of the students lives in a few years. If students and parents are not to flounder in the new adult service systems they may be entering, they need to know about the systems and their services, about their disability rights. They need to be given the chance and the support to learn how to request and advocate for services. Special educators, as one of their final roles, can help them learn the new information and support them in learning and using new skills.

Just as any parent and student would begin to think about, investigate and plan for what the student will do when they leave school, students with disabilities and their parents will want to do this. Just as they have needed some support and help in moving through elementary and secondary school, they may need some support and help in transition. For special educators helping with the transition of their students can be an exciting and rewarding experience that they combine with the IEP process.

Successful transition planning helps the student maximize training for life while still in school, helps the parents and student prepare to be more effective as they approach the student's adult life, and helps schools, agencies, and everyone have a focus regarding what services and support to provide during the last two to four years of a student's school experience.

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4/28/88

ITP Action Plan

La Mar & Rosenberg, 1988

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Student's Name Terry

ITP Date 1992

Transition Planning Issues & Long Range Goals	Objectives: Skill Training and/or Provision of Support	I.T.P. Team Member Activities					
		Parent / Student		School/Employer/Vendor		Other Agency	
		Action	Time Line	Action	Time Line	Action	Time Line
interest tests & visits result-interest in interior design & window display	learn about these careers and skills needed	study info. and visit people in these jobs	'93	provide info.& assignments on these	'93		
concerns-academic skills for voc. prog. at ROP or community college	learn about training available, skills needed for training & support available	visit ROP window display & Community College interior design programs talk to disabled student services and DR	'93 '93	provide info. on who to contact; invite DR & DSS if needed for next year's meeting; work on related math & reading	'93		
apartment living	learn independent living skills	practice skills at home	'93	provide independent living skills class or lessons	'93		
transportation	learn to drive and take bus	have Terry take bus to more activities	'93	enroll in driver's ed.; provide lessons on bus			
job skills	get part-time job	help Terry with job hunting	'93	refer to Work-Ability	'93		

Paul H. and Charlene Rusch 1985

Draft
4/28/88

ITP Action Plan

La Mar & Rosenberg, 1988

Student's Name Terry

ITP Date 1993

Transition Planning Issues & Long Range Goals	Objectives: Skill Training and/or Provision of Support	I.T.P. Team Member Activities					
		Parent / Student		School/Employer/Vendor		Other Agency	
		Action	Time Line	Action	Time Line	Action	Time Line
become interior design asst.	get training in interior design at community college	enroll at community college	'94	have Terry take art class, provide lessons in interior design as part of language arts and math class	'94	Enabler- assist Terry in enrolling and tutoring, test taking at community college	'94
financial assistance	get info. about fincancial help	talk to community college office and DR	'94			DR - set up intake meeting	'94
job training	get part-time job at retail store in home furnishings	look for job	'94	WorkAbility- assist Terry as needed	'94		

Adapted · Rusch and Chadsey-Rusch, 1985

Other Transition Activities

Visits. As part of a parents' and students' gradually increasing role in transition, they may visit work, residential, leisure, and other post-school placement possibilities. These visits can help them:

a) learn more about the adult services and options available,
b) become more comfortable with the idea of their son/daughter assuming a more independent adult role,
c) make decisions which they bring to the next ITP, and
d) make contacts with the adult agencies.

Parents and students to varying degrees may need help from the special educator to identify and contact the options they wish to visit. Special educators can also give them ideas and suggestions on what to observe during the visit. They can inform them about disability rights in the adult system and what supoort services they should ask about and observe.

Transition Handbooks. Many schools, districts, counties, SELPAs have found that developing a transition handbook for parents and students can function very effectively as resource guide describing what transition is, their role, and providing a resource listing of local adult agencies, eligibility criteria, services, etc.

Assessment and Instruction. During the transition years schools can especially focus on preparing/training the student in whatever skills have been identified as needed and lacking for successful transition. Assessing and teaching the student personal-social skills, independent living skills, study skills, work behaviors and vocational skills are an important part of transition preparation. The ITP process can provide valuable insights into what this training should include. Blank interview and checklist forms in the appendix have been used by special education teachers in informally assessing students for transition planning and career and vocational objectives in the IEP.

Interagency Collaboration. There are many individuals, professionals, and agencies involved in transition, both on the school and the adult agency sides. Schools and adult agencies and their representatives need to establish working relationships that allow schools and agencies to smoothly provide services and transition students and parents between the school and adult systems. Interagency collaboration can include: memorandums of understanding, cross-agency training, ongoing interagency meetings and forums, media dissemination, assessing and developing needed services and resources, jointly developing programs and curriculum, workshops for parents, evaluating service delivery, computerizing complimentary record systems and referrals to list a few.

Follow-Along. The role of schools in transition is to assist students and parents in preparing for and making transition connections while still in school. California has also defined the schools' role as following the student for two years after movement into employment and the community to: a) monitor and evaluate student outcomes and b) analyze the implications of these outcomes for transition policy and procedural change. To complete this "follow-along", the school will need to have a simple, but efficient tracking system in place, so that they can periodically contact former students/parents and collect data on their status and current needs as well as successes.

A follow-along system can be implemented in stages:

1. Begin transition tracking data collection while the students are still in school by conducting school exit interviews with students and/or significant others (see Transition Follow-up Interview);

3. Contact the student six months to one year after graduation and conduct 2nd follow-up interview by phone or in person;

4. Review follow-up interview data to determine if: a) student needs follow-up assistance, and b) data suggest policy or procedural changes which would assist future students in making more effective transitions;

5. Repeat follow-up interview two years after graduation and again determine if student needs assistance or policy/procedural changes are indicated.

Periodic information gathering from graduates of public school special education programs should provide valuable data for evaluating the transition process, the curriculum, and the post-school services. This follow-up procedure should supply the school with feedback on the strengths and weaknesses of the programs, provide direction for change, and become an opportunity to counsel transitioned students who are having problems.

The following is a sample interview that you may find useful.

TRANSITION FOLLOW-UP INTERVIEW

Transition Follow-up Questionnaire: This questionnaire was developed for three follow-up interviews and ease of comparing collected data. The initial interview is given to the exiting student for baseline data and to acquaint him/her with the process.

The second interview should be given 6 months to 1 year later to reinforce or reactivate the transition network. The third interview may be given 12 months to 2 years later to assure that a good network has been established. A telephone call to an adult service provider to advocate for an individual having problems is an important by-product of this process.

Another follow-up procedure may be used to test reliability of the data. If signed permission from the transitioned student can be secured, a parent and a significant other may be interviewed and the results then compared with the ex-student's responses.

Script: The following script may be used to introduce an interview with a student in transition:

(Transitioned Student (TS) name), we are doing a post-school follow-up to see how you are doing and how we can improve our school program. Our main concern is to help you if you are having any transition problems. We may be able to help you get in contact with someone who can provide the services you may need.

We would like to ask you some questions now, over the phone. These conversations usually take _____ minutes. If this is not convenient, we can schedule a later time. Thank you for your help.

Significant Other Script: The following script may be used to introduce an interview with a benefactor of a student in transition:

(TS name), has identified you as a person who has knowledge about important events in his/her life and has given us written permission to ask you some questions. We are doing this follow-up to determine how (TS name) is doing in his/her transition into the adult world. This information will help us to improve our school program's curriculum and transition process.

These conversations usually last ____ minutes. If this is not convenient, we would like to schedule another time. We would like to ask some questions now, over the phone. Thank you for your assistance.

Note to interviewer: There are spaces in the questionnaire so that responses in all three interviews can be recorded on this one form (example 1 2 3, mark interviewees answer for first interview by marking 1, second interview mark 2, etc.

TRANSITION FOLLOW-UP QUESTIONNAIRE

Dates of Interviews (1st)___-___-___ (2nd)___-___-___

(3rd)___-___-___

Name:_____ DOB:_ _/___/___ Phone Number:_____

Address:

Names and phone numbers of others who might know how to reach you in years to come: name phone number

High School Program:_____ Completion Date:_____

Handicapping Condition:

Interviewer:_____ Position:_____

Significant Other interviewed: _____ Relationship: _____

1. Where are you presently living? 1st 2nd 3rd

   With parents, relatives, or foster parents...( ) ( ) ( )

   In group home with supervision.....( ) ( ) ( )

   In group home without supervision.....( ) ( ) ( )

   In apartment with support services.....( ) ( ) ( )

   In apartment without support services.....( ) ( ) ( )

   Comments:

_____

2. (If not living independently ask:) Do you expect to be able to live on your own someday? 1 2 3 Yes; 1 2 3 No.

   If yes, in how many years? 1 2 3 One year; 1 2 3 Two to three years; 1 2 3 Four to five years; 1 2 3 More than five years. What are you doing toward this goal:_____

_____

3. Do you plan a change in your present living situation? 1 2 3 Yes; 1 2 3 No. If yes, explain:_____

_____

Current Employment Situation

4. Are you working? 1 2 3 Yes; 1 2 3 No. (If no, go to question #9)

5. What type of job do you have?
Unpaid training..... 1 2 3
Supported work program...1 2 3
Location:_____
1st 2nd 3rd
Volunteer work..... 1 2 3
Sheltered workshop..... 1 2 3
Regular competitive job 1 2 3

6. How long have you been working at your present job: ____, ____,____ months.

7. How many hours a week do you usually work? 1 2 3 Less than 20 hours; 1 2 3 More than 20 hours.

8. Do you expect to change your present job? 1 2 3 Yes; 1 2 3 No. If yes, explain:_____

9. Where have you worked before?

Volunteer work..... 1 2 3 Unpaid training..... 1 2 3
Sheltered workshop..... 1 2 3 Supported work program...1 2 3
Regular competitive job 1 2 3 Location:_____

10. Why did you leave?_____

Current Social/Leisure Situation:

11. Who do you spend most of your time with? (% of waking hours spent with...estimate for week days and weekends)

	Week_Days 1st	2nd	3rd	Week_Ends 1st	2nd	3rd
Family.....	___%	___%	___%	___%	___%	___%
Disabled persons.....	___%	___%	___%	___%	___%	___%
Non-disabled persons.....	___%	___%	___%	___%	___%	___%
Alone.....	___%	___%	___%	___%	___%	___%

12. How often do you get out weekly? _____, _____, _____ times weekly.

13. What do you do during leisure hours?_____

Transportation:

14. How do you get to work or community activities?

Bus transportation 1 2 3 Reduced bus fare 1 2 3 Yes; 1 No.

Automobile..... 1 2 3 Drivers license. 1 2 3 No; 1 Yes.

Bicycle..... 1 2 3 Walk..... 1 2 3

Benefactor:

15. Do you have anyone who helps you solve your problems by providing advice, advocacy, or money: 1 2 3 yes; 1 2 3 No.

Adult Service Providers:

17. From what community agencies are you now receiving services?

Regional Center..... 1 2 3 Child & Family Services..1 2 3

Vocational Rehabilitation 1 2 3 Social Security Adm.....1 2 3

Other:_____

18. How often have you seen or heard from your case manager (DR) in the last year: ____, ____, ____ times. 1st 2nd 3rd

19. What services did they provide?_____

_____ _____

20. What do you wish you could have learned at school that would help you now?

_____

_____

21.Was this part of your program at school: 1 2 3 Yes; 1 2 3 No.

22. Do you have any other comments or concerns you would like to share with me?

_____

_____

23. Interviewer s concerns or comments:

_____

_____

Summary

Transition is an exciting new process that can help school and agency personnel help students with learning handicaps and their parents or caregivers move from school to adult life. Just as the students have needed some assistance to move through school, they may need some assistance to move to and through adult life. Transition planning as part of the IEP process can provide this assistance.

The intent of this manual has been to help you help students transition and to help you meet the requirements of The Individuals with Disabilities Act (IDEAS) or P.L. 101-476. This act stated and this manual has described a process:

* in which "transition services" is a coordinated set of activities for a student

* designed within an outcome-oriented process (focusing on the outcome on successful transition)

* which promotes movement from school to post-school actitivities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

* in which the coordinated set of activities shall be based upon the individual students needs, taking into account the student's preferences and interests

* includes:
  - instruction
  - community experiences
  - the development of employment
  - other post-school adult living objectives
  - acquisition of daily living skills
  - functional vocational evaluation

* in which the IEP shall include a statement of the needed transition services

* for students no later than age 16 and annually thereafter (and when determined appropriate for the individual, begining at age 14 or younger)

* including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the students leave the school setting.

Specific decisions about what words to use in the transition plan and IEP, the legality of words or placements, responsibility for carrying out goals, etc. will occur as transition planning is implemented and will be decided at the department, district, state and federal level, much as they were with PL 94-142. The important part, the key to transition, is to remember that it is a process, to help and empowe. students, and their parents, to enter and be more successful in adult life.

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Appendix

Vocational Profile of Use with IEP

name- grade-

School Records-

reading level- classes taken related to vocational-

math level-

health problems- aptitudes-

attendance- behaviors and social skills-

Tests- interest inventories: COPS IDEAS SDS Reading Free

Results:

CAPS aptitude test:

Daily living skills: Brigance SSSQ TEL

Results:

Checklists attached- vocational abilities checklist
daily living skills
personal social skills
work values and attitudes
job readiness

Interviews attached- parents
student
teachers
school counselor
school psychologist

Other-

Interview-Student

Kinds of jobs you would like to have?

Check what kind of training or education would you need to have or want? high school 1-2 years of college 3 or more years of college vocational or on the job training

What are your favorite hobbies?

What courses would you like to take that you haven't taken yet?

What are your favorite school subjects?

What kinds of skills and abilities do you have that would help you on a job?

What kinds of jobs/activities do you do around the house?

If you had a job, what kinds of things would your boss want you to do?

Put an X after the words that tell how you learn best?
reading listening doing things watching others working alone working with others

Describe any jobs that you have had or volunteer work you have done?

Work values and attitudes-

Circle the following working conditions you would be willing to work in:

work with friends or alone	in hot or cold places
take risks or be safe	have variety or do the same thing
indoors or outdoors	with plants, animals or people
in art or science	with machines or numbers
do active or inactive work	be in a noisy or quiet place
a small or large company	in a dirty or clean place

light work or work requiring heavy lifting, moving

Parent Interview-

What kind of job or occupation do you think your son or daughter would like?

Do you think they would be good at these jobs ? why or why not?

What kind of skills or abilities does your child have that might help them in occupations?

Rate your son or daughters ability to independently: good needs to learn

buy and prepare food

buy and maintain clothing

select and maintain a house or apartment

maintain health and appearance

raise kids and have a good marriage

participate in the community in:
a. government
b. recreation

get around in the community, by bus, car, etc. independently

make and keep friends

get along with others- employers, co-workers, etc.

solve problems and communicate with others

get and maintain a job

How do you think your son or daughter's disability will effect their getting and maintaining a job?

What do you do for a living?

What do you want your son or daughter to be doing in the 5 years after graduating from high school?

Teacher's interview:

Teacher-

Has student expressed any job interests:

Check the skills or aptitudes the student has: physical stamina
dexterity coordination logic safety spatial perception
clerical/numerical ability other

Check the words that tell how the student learns best?
- reading listening doing things watching others working alone working with others

Has the student mentioned:

a) any hobbies and/or work experience-

b) any favorite school subjects-

c) skills and abilities she or he has-

d) jobs/activities around the house-

What suggestions would you make as to modifications to curriculum, instruction, or equipment that could be made to increase has chances of success in jobs, vocational training, or college.

Rate the student on:	good	fair	needs to improve
self-concept			
self control			
self-motivation			
cooperation			
interaction & communication with others			
problem solving			
disability awareness			
organizational skills			
work behaviors & attitudes			

Any other observations or comments-

Vocational Assessment Profile
Level 1

Name:_____ School:_____ Date:_____

Teacher:

Job Survival Skills Checklist

		Always	Some-times	Not Very Often	Comments
I can:	Make job contacts. Friends, employment offices, etc.				
	Read want ads				
	Locate job sites				
	Handle a job interview				
	Dress properly for a job				
	Fill out a job application				
	Learn the skills needed for a job				
	Call into work when absent or late				
	Be on time for work				
	Start work immediately				
	Use my time on th job well				
	Take breaks and lunches according to rules				
	Follow directions				
	Complete job assignments				
	Deal with interruptions				
	Show good manners on the job				
	Be honest with employer and fellow employee				
I Know:	My Vocational strength and weaknesses				
	Where to get job training				
	What will happen if I steal or am dishonest				
	Different ways to get to work (car, bus, train, taxi, walk, etc.)				
	How to discuss problems on the job				

Vocational Assessment Profile
Level 1

Name:_____ School:_____ Date:_____

Teacher:

Daily Living Skills Checklist

I can:	Always	Some-times	Not Very Often	Comments
Identify money and make change				
Spend money wisely				
Use bank and credit cards				
Keep a budget				
Pay taxes				
Select good housing				
Maintain a home				
Use basic appliances and tools				
Dress appropriately				
Show proper grooming and hygiene				
Know how to care for my health				
Plan good meals				
Buy food				
Prepare meals				
Take care of clothing				
Purchase clothing				
Generally understand local laws and government				
Generally understand federal government				
Understand a citizens rights and responsibilities				
Understand how to register and vote				
Take part in group recreation and activities				
Know activities available in the community				
Follow traffic rules and safety practices				
Use different kinds of transportation				
Drive a car				
Follow street directions				
Know how to contact emergency agencies				

Vocational Assessment Profile
Level 1

Name:_____ School:_____ Date:_____

Teacher:

Personal-Social Skills Checklist

I can:	Always	Some-times	Not Very Often	Comments
Identify interests and abilities				
Identify and handle emotions				
Express feelings of worth				
Tell how others see me				
Accept praise and criticism				
Develop confidence in myself				
Know kind of behavior needed for acceptance				
Know proper behavior in public				
Respect the rights and properties of others				
Recognize authority and follow instructions				
Recognize personal roles (son, daughter, student, etc)				
Listen and respond				
Make and maintain friends				
Have good relations with others				
Understand how my behavior effects others				
Understand being organized				
Develop goals and reach them				
Understand the need for goals				
Look at alternatives				
Know what will happen if I do something				
Know where to find good advice				
Know emergency situations				
Read at the level needed for future goals				
Write at the level needed for future goals				
Speak so I can be understood				
Understand the subtleties of communications				
Communicate clearly				